

DRAW THE LINE/RESPECT THE LINE COMPREHENSIVE HEALTH FRAMEWORKS CURRICULUM ALIGNMENT

This document aligns Draw the Line/Respect the Line to the Mississippi Comprehensive Health Frameworks for grades 6, 7, and 8. Please read the header to determine the curriculum and grade level.

There are two ways to "view" the information: the Health Competency/Objective "view" and the Lesson Guide "view." The Competency/Object view is organized by the Mississippi frameworks and is going to be most useful for Curriculum Coordinators. The Lesson Guide view will be most useful for teachers as they plan each lesson.

There are "additional" objectives highlighted in grey in each of these "views." These additional objectives come from the Centers for Disease Control and Prevention's Health Education Curriculum Analysis Tool (HECAT). The reason is that Mississippi sets "competencies" and then makes "suggested objectives," meaning that schools can add additional objectives that align with the competencies. The CDC objectives are used to supplement where there is no corresponding Mississippi objective, even if the competency matches up.

Mississippi Competency	Mississippi Objectives	Draw the Line Lessons & Objectives
1. Comprehend concepts related to health promotion and disease prevention.	(a) Analyze how health education and promotion benefits individuals (i.e., reduces number of doctor visits, premature deaths, and chronic diseases). (b) Theorize ways health promotion reduces healthcare costs. (c) Describe the benefits and threats of technological advances to healthy living. (d) Discuss how body hygiene, posture and one's self image affect overall health.	<NOT ADDRESSED>
	ADDITIONAL From CDC—Explain why individuals have the right to refuse sexual contact. From CDC—Identify qualities of a healthy relationship. From CDC—Recognize techniques that are used to coerce or pressure someone to have sex.	<u>Lesson 1: Draw the Line/Respect the Line</u> <ul style="list-style-type: none"> Recognize that they have a right to draw the line. Explain how pressure from others can make it hard to draw the line. <u>Lesson 5: Friends Respect the Line</u> <ul style="list-style-type: none"> Understand that pressuring behaviors may damage their friendships. Demonstrate social behaviors for respecting where a friend draws the line. Feel able to show respect for where a friend draws the line.
2. Demonstrate the ability to obtain valid health information and health-promoting products and services.	(a) Identify ways natural resources can impact human health. (b) Research current health promoting products and services.	<NOT ADDRESSED>

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3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	(a) Express personal feelings associated with making good or poor health related decisions. (b) Explain and give examples of the use, misuse and abuse of substances. (c) Discuss the responsibilities of the community that are necessary to obtain and maintain good health.	<NOT ADDRESSED>
	ADDITIONAL From CDC—Demonstrate setting personal limits to avoid sexual risk behavior. From CDC—Express intentions to be sexually abstinent.	<u>Lesson 1: Draw the Line/Respect the Line</u> <ul style="list-style-type: none">• Personalize where they draw the line in several areas of their lives.
	ADDITIONAL From CDC—Identifying behaviors that are perceived as sexually coercive.	<u>Lesson 5: Friends Respect the Line</u> <ul style="list-style-type: none">• Understand that pressuring behaviors may damage their friendships.• Demonstrate social behaviors for respecting where a friend draws the line.• Feel able to show respect for where a friend draws the line.

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4. Analyze the influence of culture, media, technology, and other factors on health.	(a) Explain how advances in communication services have improved healthcare. (b) Analyze how collaboration among different entities is necessary for individuals to receive proper healthcare. (c) Relate how information presented in the news media affects the attitude of our population toward health related issues.	<NOT ADDRESSED>
5. Demonstrate the ability to use interpersonal communication skills to enhance health.	(a) Demonstrate strategies to manage conflict in healthy ways.	<u>Lesson 4: The Roleplay Challenge</u> <ul style="list-style-type: none"> Describe the skill steps of “changing the subject” and “walking away” and how these can be used. Demonstrate the use of “changing the subject” when communicating where they draw the line.
	(b) Differentiate between healthy and unhealthy ways of expressing emotions.	<NOT ADDRESSED>
	(c) Examine how to handle difficult interpersonal situations through effective communication.	<u>Lesson 2: Steps for Drawing the Line—Part I</u> <ul style="list-style-type: none"> Distinguish between effective and ineffective communication. <u>Lesson 4: The Roleplay Challenge</u> <ul style="list-style-type: none"> Demonstrate using a convincing voice and strong body language when drawing the line. Demonstrate telling someone their limit, repeating their limit, changing the subject, and walking away if necessary.
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.	(a) Understand positive and negative reinforcement and how they relate to decision- making. (b) Compare and contrast various diet plans and how they relate to personal health.	<NOT ADDRESSED>

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	ADDITIONAL From CDC—Set personal boundaries and limits related to sexual behavior.	<u>Lesson 2: Steps for Drawing the Line—Part I</u> <ul style="list-style-type: none"> Describe steps for drawing the line. Demonstrate steps for drawing the line. <u>Lesson 3: Steps for Drawing Line—Part II</u> <ul style="list-style-type: none"> Describe steps for drawing the line. Demonstrate first 2 steps for communicating effectively about where they draw the line.
7. Demonstrate the ability to advocate for personal, family, and community health.	(a) Analyze various communication methods that accurately express health opinions and issues. (b) Evaluate the services your school and community provide for individuals with special needs.	<NOT ADDRESSED>
	(c) Employ the ability to encourage and support others in making healthy choices.	<u>Lesson 5: Friends Respect the Line</u> <ul style="list-style-type: none"> Understand that pressuring behaviors may damage their friendships. Demonstrate social behaviors for respecting where a friend draws the line. Feel able to show respect for where a friend draws the line.

Draw the Line Lesson		Mississippi Competency and Objectives Covered
1	<u>Draw the Line/Respect the Line</u> <ul style="list-style-type: none"> Recognize that they have a right to draw the line. Explain how pressure from others can make it hard to draw the line. Personalize where they draw the line in several areas of their lives. 	<p>1. Comprehend concepts related to health promotion and disease prevention. ADDITIONAL (From CDC)—Explain why individuals have the right to refuse sexual contact. ADDITIONAL (From CDC)—Identify qualities of a healthy relationship. ADDITIONAL (From CDC)—Recognize techniques that are used to coerce or pressure someone to have sex.</p> <p>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. ADDITIONAL (From CDC)—Demonstrate setting personal limits to avoid sexual risk behavior. ADDITIONAL (From CDC)—Express intentions to be sexually abstinent.</p>
2	<u>Steps for Drawing the Line—Part I</u> <ul style="list-style-type: none"> Describe steps for drawing the line. Distinguish between effective and ineffective communication. Demonstrate steps for drawing the line. 	<p>5. Demonstrate the ability to use interpersonal communication skills to enhance health. (c) Examine how to handle difficult interpersonal situations through effective communication.</p> <p>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. ADDITIONAL (From CDC)—Set personal boundaries and limits related to sexual behavior.</p>
3	<u>Steps for Drawing the Line—Part II</u> <ul style="list-style-type: none"> Describe steps for drawing the line. Demonstrate first 2 steps for communicating effectively about where they draw the line. 	<p>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. ADDITIONAL (From CDC)—Set personal boundaries and limits related to sexual behavior.</p>

Draw the Line Lesson		Mississippi Competency and Objectives Covered
4	<u>The Roleplay Challenge</u> <ul style="list-style-type: none"> Describe the skill steps of “changing the subject” and “walking away” and how these can be used. Demonstrate the use of “changing the subject” when communicating where they draw the line. Demonstrate using a convincing voice and strong body language when drawing the line. Demonstrate telling someone their limit, repeating their limit, changing the subject, and walking away if necessary. 	5. Demonstrate the ability to use interpersonal communication skills to enhance health. <ul style="list-style-type: none"> (a) Demonstrate strategies to manage conflict in healthy ways. (c) Examine how to handle difficult interpersonal situations through effective communication.
5	<u>Friends Respect the Line</u> <ul style="list-style-type: none"> Understand that pressuring behaviors may damage their friendships. Demonstrate social behaviors for respecting where a friend draws the line. Feel able to show respect for where a friend draws the line. 	1. Comprehend concepts related to health promotion and disease prevention. ADDITIONAL (From CDC)—Explain why individuals have the right to refuse sexual contact. ADDITIONAL (From CDC)—Identify qualities of a healthy relationship. ADDITIONAL (From CDC)—Recognize techniques that are used to coerce or pressure someone to have sex. 3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. ADDITIONAL (From CDC)—Identifying behaviors that are perceived as sexually coercive. 7. Demonstrate the ability to advocate for personal, family, and community health. <ul style="list-style-type: none"> (c) Employ the ability to encourage and support others in making healthy choices.

Mississippi Competency	Mississippi Objectives	Draw the Line Lessons & Objectives
1. Comprehend concepts related to health promotion and disease prevention.	(a) Identify behaviors for effectively handling negative peer pressure and stress.	<u>Lesson 1: Welcome</u> <ul style="list-style-type: none"> Understand that sexual pressure becomes increasingly difficult with conflicting feelings. Understand that sexuality and relationships involve thoughts, feelings, the body and others. <u>Lesson 3: Handling Risky Situations</u> <ul style="list-style-type: none"> Use intrapersonal skills by identifying risky situations that can lead to unplanned sex. Use interpersonal skills to get out of risky situations. Strengthen their intrapersonal skills by identifying what makes it difficult to get out of risky situations.
	(b) Analyze how body hygiene, posture, and self-image affect overall health.	<NOT ADDRESSED>
	(c) Give examples of communicable diseases and discuss transmission and methods of prevention.	<u>Lesson 5: STD Facts</u> <ul style="list-style-type: none"> Define STD and common signs of an STD. Describe when and how to get help for an STD infection. Identify abstinence as the best way to prevent STD infection.
	(d) Describe the effects of puberty on social and emotional behavior. (e) Propose ways in which improving the environment can enhance physical, mental, and social health. (f) Describe the relationship between tobacco and alcohol use and how it affects the development of serious health problems.	<NOT ADDRESSED>

Mississippi Competency	Mississippi Objectives	Draw the Line Lessons & Objectives
2. Demonstrate the ability to obtain valid health information and health-promoting products and services.	(a) Critique sources of information regarding health products and services to determine if they are reliable/ unreliable. (b) Distinguish between advertisements and medical information.	<NOT ADDRESSED>
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	(a) Demonstrate practices of making safe choices.	<u>Lesson 3: Handling Risky Situations</u> <ul style="list-style-type: none"> Use intrapersonal skills by identifying risky situations that can lead to unplanned sex. Use interpersonal skills to get out of risky situations. Strengthen their intrapersonal skills by identifying what makes it difficult to get out of risky situations.
	(b) Distinguish among use, misuse, and abuse of substances. (c) Identify how a properly balanced diet and exercise influence healthy body weight. (d) List health professionals that provide education, counseling services, and treatment to prevent communicable disease.	<NOT ADDRESSED>
4. Analyze the influence of culture, media, technology, and other factors on health.	(a) Describe the influence of culture on the use of health behaviors. (b) Analyze how the media and other sources influence health behavior. (c) Evaluate the influence of technology and other resources on personal and family health. (d) Examine how information from peers influences health.	<NOT ADDRESSED>
	ADDITIONAL: From CDC—Describe how internal	<u>Lesson 1: Welcome</u> <ul style="list-style-type: none"> Understand that sexuality and relationships involve thoughts, feelings, the body and others.

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	<p>influences, such as curiosity, interests, desires, and fears, affect sexual behavior.</p> <p>From CDC—Describe a variety of external influences, such as parents, the media, culture, peers, and society that affect sexual decision making and sexual behavior.</p>	
5. Demonstrate the ability to use interpersonal communication skills to enhance health.	(a) Identify and differentiate roles and relationships within the family.	<NOT ADDRESSED>
	(b) Demonstrate various forms of effective communication.	<NOT ADDRESSED>
	(c) Demonstrate refusal and negotiation skills to enhance health.	<p><u>Lesson 4: Drawing the Line in Situations that Could Lead to Sex</u></p> <ul style="list-style-type: none"> Describe and give examples of interpersonal skills that will maintain their line. Demonstrate interpersonal skills to maintain their line in a roleplay situation. <p><u>Lesson 7: Making a Commitment</u></p> <ul style="list-style-type: none"> Use the skills of avoiding risky situations, drawing the line, and respecting someone else's line.
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.	(a) Apply strategies and skills needed to attain goals that will contribute to a healthy lifestyle.	<p><u>Lesson 1: Welcome</u></p> <ul style="list-style-type: none"> Recall what they may already know or have learned about drawing and respecting the line. <p><u>Lesson 4: Drawing the Line in Situations that Could Lead to Sex</u></p> <ul style="list-style-type: none"> Describe and give examples of interpersonal skills that will maintain their line. <p><u>Lesson 6: STD and Relationships</u></p> <ul style="list-style-type: none"> Describe interpersonal skills that will help them draw the lines to delay sex.

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	(b) Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.	<NOT ADDRESSED>
	(c) Demonstrate the ability to apply decision-making models to health issues and problems.	<NOT ADDRESSED>
	(d) Develop a plan that addresses personal strengths, values, needs, and health risks.	<u>Lesson 7: Making a Commitment</u> <ul style="list-style-type: none"> Determine their personal lines in situations that could lead to sex.
	ADDITIONAL: From CDC—Explain the possible consequences of early sexual behavior and the emotional, social, and physical benefits for delaying sexual behavior.	<u>Lesson 2: Reasons for Not Having Sex</u> <ul style="list-style-type: none"> Compare the emotional consequences of having sex with the emotional consequences of not having sex. Personalize the emotional consequences of having or not having sex.
7. Demonstrate the ability to advocate for personal, family, and community health.	(a) Propose ways to enhance community health. (b) Demonstrate the ability to work cooperatively.	<NOT ADDRESSED>
	ADDITIONAL: From CDC—Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active.	<u>Lesson 6: STD and Relationships</u> <ul style="list-style-type: none"> Give advice to friends on how to draw the line to delay sex.

Draw the Line Lesson		Mississippi Competency and Objectives Covered
1	<u>Welcome</u> <ul style="list-style-type: none"> Recall what they may already know or have learned about drawing and respecting the line. Understand that sexual pressure becomes increasingly difficult with conflicting feelings. Understand that sexuality and relationships involve thoughts, feelings, the body and others. 	<p>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (a) Apply strategies and skills needed to attain goals that will contribute to a healthy lifestyle.</p> <p>1. Comprehend concepts related to health promotion and disease prevention. (a) Identify behaviors for effectively handling negative peer pressure and stress.</p> <p>4. Analyze the influence of culture, media, technology, and other factors on health. ADDITIONAL (From CDC)—Describe how internal influences, such as curiosity, interests, desires, and fears, affect sexual behavior. ADDITIONAL (From CDC)—Describe a variety of external influences, such as parents, the media, culture, peers, and society that affect sexual decision making and sexual behavior.</p>
2	<u>Reasons for Not Having Sex</u> <ul style="list-style-type: none"> Compare the emotional consequences of having sex with the emotional consequences of not having sex. Personalize the emotional consequences of having or not having sex. 	<p>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. ADDITIONAL (From CDC)—Explain the possible consequences of early sexual behavior and the emotional, social, and physical benefits for delaying sexual behavior.</p>
3	<u>Handling Risky Situations</u> <ul style="list-style-type: none"> Use intrapersonal skills by identifying risky situations that can lead to unplanned sex. Use interpersonal skills to get out of risky situations. Strengthen their intrapersonal skills by identifying what makes it difficult to get out of risky situations. 	<p>1. Comprehend concepts related to health promotion and disease prevention. (a) Identify behaviors for effectively handling negative peer pressure and stress.</p> <p>3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (b) Demonstrate practices of making safe choices.</p>

Draw the Line Lesson		Mississippi Competency and Objectives Covered
4	<u>Drawing the Line in Situations that Could Lead to Sex</u> <ul style="list-style-type: none"> Describe and give examples of interpersonal skills that will maintain their line. Demonstrate interpersonal skills to maintain their line in a roleplay situation. 	<p>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (a) Apply strategies and skills needed to attain goals that will contribute to a healthy lifestyle.</p> <p>5. Demonstrate the ability to use interpersonal communication skills to enhance health. (c) Demonstrate refusal and negotiation skills to enhance health.</p>
5	<u>STD Facts</u> <ul style="list-style-type: none"> Define STD and common signs of an STD. Describe when and how to get help for an STD infection. Identify abstinence as the best way to prevent STD infection. 	<p>1. Comprehend concepts related to health promotion and disease prevention. (c) Give examples of communicable diseases and discuss transmission and methods of prevention.</p>
6	<u>STD and Relationships</u> <ul style="list-style-type: none"> Describe interpersonal skills that will help them draw the lines to delay sex. Give advice to friends on how to draw the line to delay sex. 	<p>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (a) Apply strategies and skills needed to attain goals that will contribute to a healthy lifestyle.</p> <p>7. Demonstrate the ability to advocate for personal, family, and community health. ADDITIONAL (From CDC)—Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active.</p>
7	<u>Making a Commitment</u> <ul style="list-style-type: none"> Determine their personal lines in situations that could lead to sex. Use the skills of avoiding risky situations, drawing the line, and respecting someone else's line. 	<p>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (d) Develop a plan that addresses personal strengths, values, needs, and health risks.</p> <p>5. Demonstrate the ability to use interpersonal communication skills to enhance health. (c) Demonstrate refusal and negotiation skills to enhance health.</p>

Mississippi Competency	Mississippi Objectives	Draw the Line Lessons & Objectives
1. Comprehend concepts related to health promotion and disease prevention.	(a) Describe some of the causes and effects of stress. (b) Identify healthy ways to manage stress. (c) Discuss the unique traits of adolescents.	<NOT ADDRESSED>
	(d) Identify ways individuals can reduce risk factors related to communicable and chronic diseases.	<u>Lesson 2: Draw the Line Challenge</u> <ul style="list-style-type: none"> Identify abstinence as the best way to prevent HIV and other STD. <u>Lesson 5: Talking with a Person Who Has HIV</u> <ul style="list-style-type: none"> Identify behaviors that put them at risk of becoming infected with HIV. <u>Lesson 6: Reduce Your Risk</u> <ul style="list-style-type: none"> Categorize methods of protection according to their effectiveness in reducing risk for HIV, other STD and pregnancy. Describe “dos and don’ts” of condom use. Describe the steps for proper use of condoms. Recognize that choosing not to have sex is the best way to prevent HIV, other STD, and pregnancy.
	(e) Identify the various components of the human life cycle. (f) Explain factors involved in use and misuse of drugs/medicines	<NOT ADDRESSED>
	ADDITIONAL From CDC—Explain the short and long-term consequences of HIV and common STDs.	<u>Lesson 1: HIV and Teens</u> <ul style="list-style-type: none"> Describe the impact of living with HIV.

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	<p>ADDITIONAL</p> <p>From CDC—Describe the effects of HIV infection on the body.</p> <p>From CDC—Explain why HIV infection is not transmitted through casual contact.</p> <p>From CDC—Explain how HIV and the most common STDs are transmitted.</p> <p>From CDC—Describe signs and symptoms of common STDs, including HIV.</p> <p>From CDC—Explain that some STDs are asymptomatic.</p> <p>From CDC—Analyze ways to decrease the spread of germs that cause communicable diseases, such as preventing the spread of HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.</p>	<p><u>Lesson 2: Draw the Line Challenge</u></p> <ul style="list-style-type: none"> Describe HIV and how it affects the body. Describe how HIV is and is not transmitted. Identify common signs of other STD.
	<p>ADDITIONAL</p> <p>From CDC—Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and</p>	<p><u>Lesson 2: Draw the Line Challenge</u></p> <ul style="list-style-type: none"> Identify abstinence as the best way to prevent HIV and other STD. <p><u>Lesson 6: Reduce Your Risk</u></p> <ul style="list-style-type: none"> Recognize that choosing not to have sex is the best way to prevent HIV, other STD, and pregnancy.

Mississippi Competency	Mississippi Objectives	Draw the Line Lessons & Objectives
	pregnancy.	
2. Demonstrate the ability to obtain valid health information and health-promoting products and services.	<ul style="list-style-type: none"> (a) Distinguish differences among various health care professionals. (b) Explain an individual's responsibility in choosing health products and services. (c) Explain the reasons for public health laws and regulations. 	<NOT ADDRESSED>
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<ul style="list-style-type: none"> (a) Demonstrate common first aid procedures and identify ways to obtain various sources of help. (b) Discuss laws and regulations for the protection against drug abuse. (c) Practice realistic personal goal-setting in the areas of family, school, extra-curricular activities and life-time experiences. (d) Identify essential nutrients needed by the body and the nutrient sources. (e) List local, state, and federal agencies involved in regulating the production, possession, and use of drugs. 	<NOT ADDRESSED>

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4. Analyze the influence of culture, media, technology, and other factors on health.	(a) Describe the influence of culture on the use of health behaviors. (b) Analyze how the media and other sources influence health behavior. (c) Evaluate the influence of technology and other resources on personal and family health. (d) Examine how information from peers influences health.	<NOT ADDRESSED>
5. Demonstrate the ability to use interpersonal communication skills to enhance health.	(a) Demonstrate ways to cope with interpersonal conflicts.	<NOT ADDRESSED>
	(b) Practice refusal skills for risk taking behaviors.	<u>Lesson 4: Sticking to Your Limit</u> <ul style="list-style-type: none"> Describe strategies that can be used to handle difficult situations. Use communication skills to maintain their lines.
	(c) Examine ways to promote positive behavior when dealing with individual differences.	<NOT ADDRESSED>
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.	(a) Analyze how nutrition affects physical, mental, and emotional development. (b) Identify factors that influence individual decisions during adolescence.	<NOT ADDRESSED>

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	(c) Develop a plan that addresses commitment and self-control.	<u>Lesson 3: Difficult Moments</u> <ul style="list-style-type: none"> Describe situations in which it may be difficult to stick to a limit. Recognize that sexual feelings can be controlled. Recognize which situations are most difficult for them personally. <u>Lesson 7: Staying Safe</u> <ul style="list-style-type: none"> Identify a mental image or “cold shower” they can use to cool down when they are in a situation where they might cross the line. Describe their most important reason for not crossing the line. Describe how they have changed their promise to avoid crossing the line.
	(d) Analyze how health related decisions are influenced by individuals, family, and community values.	<NOT ADDRESSED>
	(e) Predict how decisions regarding health behaviors have consequences for self and others.	<u>Lesson 5: Talking with a Person Who Has HIV</u> <ul style="list-style-type: none"> Describe the physical, emotional, and social impact of living with HIV or AIDS. Identify behaviors that put them at risk of becoming infected with HIV.
	(f) Create a personal health plan that encourages an active lifestyle.	<NOT ADDRESSED>
	ADDITIONAL: From CDC—Explain the possible consequences of early sexual behavior and the emotional, social, and physical benefits for delaying sexual behavior.	<u>Lesson 5: Talking with a Person Who Has HIV</u> <ul style="list-style-type: none"> Describe the physical, emotional, and social impact of living with HIV or AIDS.
7. Demonstrate the ability to advocate for personal, family,	(a) Explain ways to improve community health and techniques for conserving	<NOT ADDRESSED>

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and community health.	natural resources. (b) Identify services for people who abuse drugs. (c) Advocate to local, state, and federal agencies for increased regulations on drug use and possession of drugs. (d) Explain ways students can help friends who may exhibit signs of suicide.	
	ADDITIONAL: From CDC—Express compassion and support for people living with disease, such as cancer and AIDS.	<u>Lesson 5: Talking with a Person Who Has HIV</u> <ul style="list-style-type: none"> Examine their attitudes and feelings about people with HIV or AIDS.

Draw the Line Lesson		Mississippi Competency and Objectives Covered
1	<u>HIV and Teens</u> <ul style="list-style-type: none"> Describe the impact of living with HIV. Make personal promises on where they draw the line to stay safe from HIV, other STD and unplanned pregnancy. 	<p>1. Comprehend concepts related to health promotion and disease prevention.</p> <p>ADDITIONAL (From CDC)—Explain the short and long-term consequences of HIV and common STDs.</p> <p>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>(c) Develop a plan that addresses commitment and self-control.</p>
2	<u>Draw the Line Challenge</u> <ul style="list-style-type: none"> Describe HIV and how it affects the body. Describe how HIV is and is not transmitted. Identify common signs of other STD. Identify abstinence as the best way to prevent HIV and other STD. 	<p>1. Comprehend concepts related to health promotion and disease prevention.</p> <p>(d) Identify ways individuals can reduce risk factors related to communicable and chronic diseases.</p> <p>ADDITIONAL (From CDC)—Describe the effects of HIV infection on the body.</p> <p>ADDITIONAL (From CDC)—Explain why HIV infection is not transmitted through casual contact.</p> <p>ADDITIONAL (From CDC)—Explain how HIV and the most common STDs are transmitted.</p> <p>ADDITIONAL (From CDC)—Describe signs and symptoms of common STDs, including HIV.</p> <p>ADDITIONAL (From CDC)—Explain that some STDs are asymptomatic.</p> <p>ADDITIONAL (From CDC)—Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.</p>
3	<u>Difficult Moments</u> <ul style="list-style-type: none"> Describe situations in which it may be difficult to stick to a limit. Recognize that sexual feelings can be controlled. Recognize which situations are most difficult for them personally. 	<p>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>(c) Develop a plan that addresses commitment and self-control.</p>
4	<u>Sticking to Your Limit</u> <ul style="list-style-type: none"> Describe strategies that can be used to handle difficult situations. Use communication skills to maintain their lines. 	<p>5. Demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>(b) Practice refusal skills for risk taking behaviors.</p>

Draw the Line Lesson		Mississippi Competency and Objectives Covered
5	<p><u>Talking with a Person Who Has HIV</u></p> <ul style="list-style-type: none"> Examine their attitudes and feelings about people with HIV or AIDS. Describe the physical, emotional, and social impact of living with HIV or AIDS. Identify behaviors that put them at risk of becoming infected with HIV. 	<p>1. Comprehend concepts related to health promotion and disease prevention. (d) Identify ways individuals can reduce risk factors related to communicable and chronic diseases.</p> <p>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (e) Predict how decisions regarding health behaviors have consequences for self and others. ADDITIONAL (From CDC)—Explain the possible consequences of early sexual behavior and the emotional, social, and physical benefits for delaying sexual behavior.</p> <p>6. Demonstrate the ability to advocate for personal, family, and community health. ADDITIONAL (From CDC)—Express compassion and support for people living with disease, such as cancer and AIDS.</p>
6	<p><u>Reduce Your Risk</u></p> <ul style="list-style-type: none"> Categorize methods of protection according to their effectiveness in reducing risk for HIV, other STD and pregnancy. Describe “dos and don’ts” of condom use. Describe the steps for proper use of condoms. Recognize that choosing not to have sex is the best way to prevent HIV, other STD, and pregnancy. 	<p>1. Comprehend concepts related to health promotion and disease prevention. (d) Identify ways individuals can reduce risk factors related to communicable and chronic diseases. ADDITIONAL (From CDC)—Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.</p>
7	<p><u>Staying Safe</u></p> <ul style="list-style-type: none"> Identify a mental image or “cold shower” they can use to cool down when they are in a situation where they might cross the line. Describe their most important reason for not crossing the line. Describe how they have changed their promise to avoid crossing the line. 	<p>6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (c) Develop a plan that addresses commitment and self-control.</p>